DOCUMENT RESUME

ED 261 326 CG 018 524

AUTHOR Caple, Diana
TITLE School Leavers: A Self-Report during Summer of 1983.
PUB DATE 14 Feb 84
NOTE 31p.; Master's Research Project, Seattle Pacific University.
PUB TYPE Reports - Research/Technical (143) -- Dissertations/Theses - Undetermined (040) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Career Planning; *Dropout Characteristics; Dropout Research; *Dropouts; Employment Level; Self Evaluation (Individuals)
IDENTIFIERS Self Report Measures

ABSTRACT

To examine why school leavers have difficulty completing high school and to study their long- and short-term career decisions, 250 school leavers or potential school leavers, aged 18-21, were surveyed. Based on 172 returns (69 percent), respondents were classified in three subgroups: (1) those who left high school, tried an alternative program but received no diploma or General Educational Development high school equivalency diploma (GED) (N=66); (2) those who left high school, but completed an alternative program and received a diploma or GED (N=35); and (3) potential leavers attending both high school and an alternative program (N=71). All three groups indicated they had difficulties in school (attendance problems, falling behind in credits, suspension). Academic and social problems, family problems, job interests, and a combination of these were the main reasons listed for dropping out; however 28 percent of the respondents listed other reasons, e.g., did not try, pregnancy, bored, drugs. Data for jobs and career goals showed that 42 percent of respondents were working, 39 percent were not working, 3 percent were in college, and 16 percent were in some combination of these categories. (Tables showing categories and percentages of responses and the survey questionnaires are included.) (MCF)

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SCHOOL LEAVERS

A SELF-REPORT DURING SUMMER OF 1983

BY

DIANA CAPLE

FEBRUARY 14, 1984

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Master's Research Project, Department of Education

Seattle Pacific University, Seattle, Washington 98119

ABSTRACT

SCHOOL LEAVERS: A DESCRIPTIVE STUDY BASED ON SELF-REPORT FROM QUESTIONNAIRES DURING SUMMER OF1983.

During summer of 1983, questionnaires were mailed to 250 school leavers in South King County of Washington State; return was 69%. Through self-report, this study examines the problem of why school leavers have difficulty completing high school credits and/or become non-attenders, and looks at their present job status and career goals. Percentage analysis of main reasons given by school leavers for difficulty in completing high school includes social problems (22%), academic problems (24%), family problems (8%), job interest (9%), other reasons (28%), and combinations (9%). Also included in this report are a tracking model of school leavers through alternative educational programs, a listing of job status, a listing of "other reasons" school leavers gave for difficulty in high school, and a listing of career goals.

INTRODUCTION

What happens to high school leavers when they enter the mainstream of society? Do they seek job training and alternative education or do they become unemployed or institutionalized? High school records of dropouts usually end with "dropped for non-attendance". (Release Reasons, Seattle Public Schools, 1982). "The average dropout rate of students from U.S. high schools is an alarming 26% - a whopping 50% if the school is located in an urban center." (Maurer, 1982)

Since the advent of Public Law 94-142,* potential school leavers have been identified and referred to alternative educational programs. The definition of a high school dropout has changed significantly in the last ten years. The negative connotation of dropout, referring to juvenile delinquent, low IQ person, from a poverty family; has become the more positive image of a person who has average to high IQ, is learning disabled, and comes from a single parent home. (Fox, 1980)

*Public Law 94 - 142 states that in order to receive funds under the Act, every school system in the nation must make provision for a free, appropriate public education for every child, ages 3 to 21, regardless of how he or she may be handicapped. (Passed in 1975)

The 1970's saw the growth of Alternative Education. The number of alternative schools in Washington State has doubled from 1976 to 1980, according to the 1982 Directory of Washington Alternative Learning Association, which presently lists 150 alternative schools. Due to a continuing decrease of enrollment in the public schools, many districts are anxious to refer potential dropouts to alternative high schools in an attempt to keep all their students; FTE's bring in dollars. (Raywid, 1981) Both vocational technical schools and community colleges have diploma programs for school leavers. Because of the availability of alternative education for school leavers, the school leaver of the 1980's has an additional choice for completing a diploma program.

PROBLEM DESCRIPTION

Due to the confusion of the definition of today's dropout, the lack of an adequate tracking system, and the transitional nature of the teen years, longevity studies are usually abandoned by researchers. In current literature, research is mostly dependent on high school records whose management system and classification system varies with each high school. Little information is obtained directly from the school leavers themselves. Alternative education has created a "catching point" for dropouts, offering the researcher a new opportunity to study the school leaver. This descriptive study surveys a population of school leavers living in the South King County suburbs of Seattle, Washington. Through self-report from questionnaires, this study examines the problem of why school leavers have difficulty completing high school credits and/or become non-attenders, and looks at their decisions for short-term and long-term careers.

OBJECTIVES

1. To identify a population of school leavers that can be subgrouped for later research studies.
2. To identify the reasons why school leavers fall behind in high school credits and/or become non-attenders, as perceived by the school leavers themselves.
3. To identify what types of jobs school leavers choose for short-term and/or long-term careers.

VARIABLES

Independent - The design of the questionnaire, the definitions, and the selection of the population.

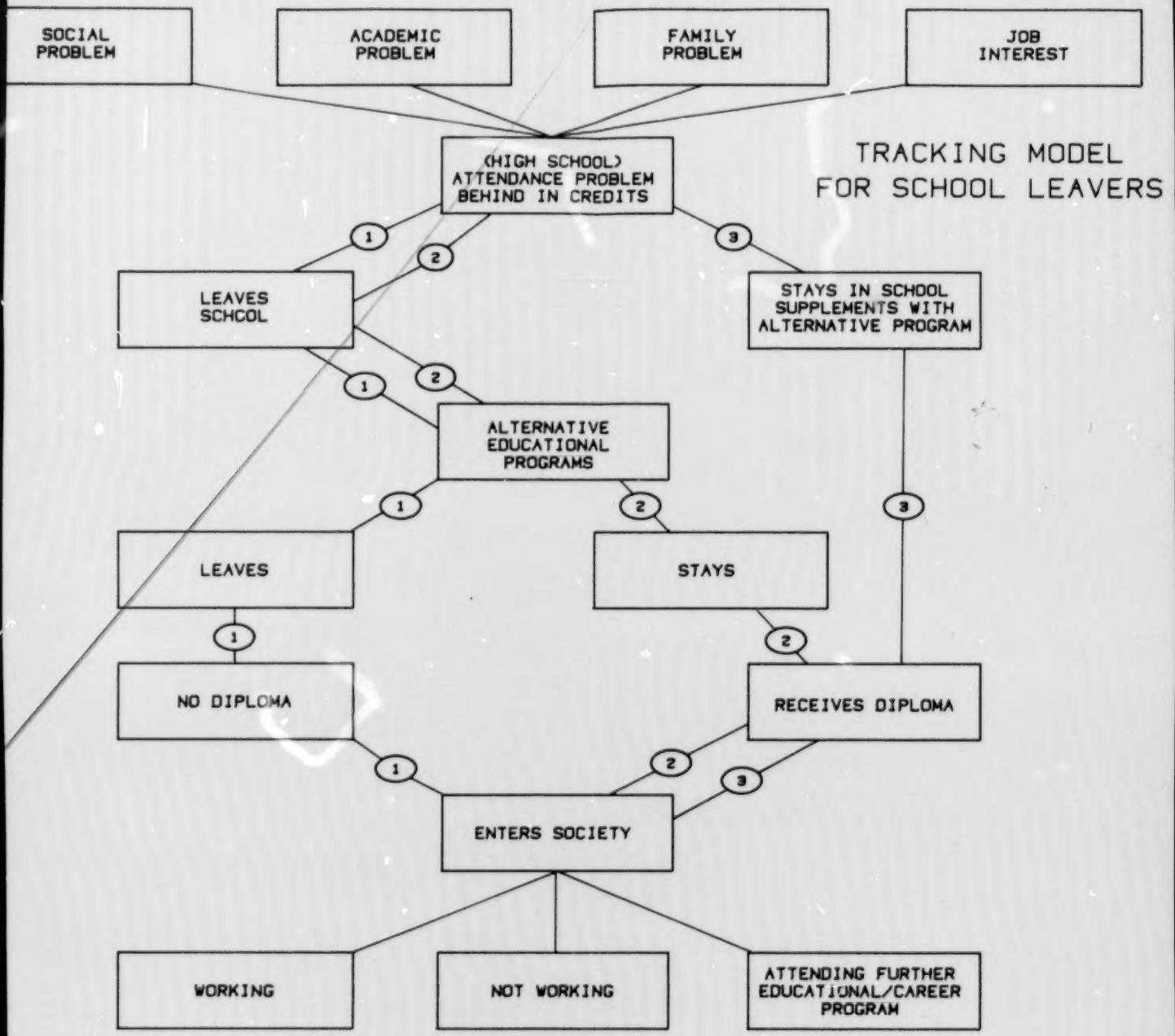
Dependent - The responses by persons answering the questions.

Intervening - The honesty of answers and the willingness of subjects to participate.

DEFINITIONS

A school leaver is a high school student who willingly or unwillingly (suspension) drops out of school due to non-attendance and/or is behind in credits. Three subgroups are identified for this study. See the Tracking Model on page 11 for clarification. Subjects in Group one and Group Two are dropouts from high school who eventually attend alternative programs. Group One drops out of the alternative program, thus receiving no diploma or GED. Group Two stays in an alternative program, thus obtaining a diploma or GED. Subjects in Group Three are potential school leavers who attend both high school and alternative programs in an effort to maintain a diploma plan; the alternative program supplements the high school program.

Social problems, academic problems, family problems, and job interest are defined in the questionnaire on page thirty. Present job status is defined as working, not working, attending school and/or attending college. Alternative programs include all educational facilities that offer high school continuation classes that lead to a diploma or a GED (General Education Development of High School Equivalency).


SOCIAL PROBLEM
ACADEMIC PROBLEM
FAMILY PROBLEM
JOB INTEREST
(HIGH SCHOOL) ATTENDANCE PROBLEM BEHIND IN CREDITS
TRACKING MODEL FOR SCHOOL LEAVERS
1
2
3
LEAVES SCHCOL
STAYS IN SCHOOL SUPPLEMENTS WITH ALTERNATIVE PROGRAM
1
2
ALTERNATIVE EDUCATIONAL PROGRAMS
1
2
3
LEAVES
STAYS
1
2
NO DIPLOMA
RECEIVES DIPLOMA
1
2
3
ENTERS SOCIETY
WORKING
NOT WORKING
ATTENDING FURTHER EDUCATIONAL/CAREER PROGRAM

DESCRIPTION OF SAMPLE

Two-hundred fifty school leavers and potential school leavers, age 18 to 21, from the South King County area are surveyed. This population comes from two sources: 1) high school completion classes at Renton Vocational Technical Institute in the Renton School District and 2) the Satellite Alternative High School in the Highline School District, Seattle, Washington.

Most school leavers are distrustful of any educational system and staff; honest self-reports are difficult to obtain. Current research shows surveys with a 20-40% return of questionnaires, creating results of little value for generalization purposes. Thus, this researcher felt the best approach would be to use an already established trust level between a teacher and students. A return of 70% is sought for proper subgrouping and analysis. (Borg and Gall, 1979)

RESEARCH DESIGN AND ANALYSIS

Two-hundred fifty questionnaires were mailed to the school leaver population. Follow through on "no replys" were by postcard and/or second questionnaire. Copy of Questionnaire One is on page 29 and 30. Copy of Questionnaire Two is on page 31. After questionnaire collection process, each questionnaire was identified into one of three subgroups. See definitions of subgroups on page 17. The researcher, in order to define the groups, evaluated responses to questions one, two, and three in Part One of the

questionnaire. Questions from Part One are as follows:

1. Did you graduate from a public high school?
2. Did you attend a high school class at Renton Voc-Tech, Highline Satellite, or a GED Program?
3. Did you graduate from RVTI, Highline Satellite, or a GED Program?

Group One subjects answered no, yes, no to questions one, two, and three. Group Two answered no, yes, yes. Group Three answered yes, yes, no. Thus, the self-report and the researcher's evaluation created the subgroups. Percentage analysis of the school leavers' answers to Part Two of the questionnaire were reported by subgroups and total sample. In addition, present job status was listed for each subgroup.

RESEARCH PROCEDURE

1978 - 1982
Collected and kept a record of phone numbers of students attending my classes at Highline Alternative High School and Renton Vocational Technical Institute. Approximately 500 phone numbers were collected during this four year period.

September, 1982 - January, 1983
Tracked down current mailing addresses of school leavers using the above 500 phone numbers. During each phone call I explained that names and addresses would be kept confidential and that participation in the questionnaire was voluntary. 50% of phone numbers were disconnected or addresses unknown.

February, 1983
Designed a rough draft outline of Master's Research Project. Obtained valuable criticism and input from research experienced persons.

March, 1983
Revised outline. Submitted a proposal to Seattle Pacific University.

April, 1983
Carried out a pilot study with current students in two of my classes. Questionnaires were filled out anonymously in classroom. Criticism of questionnaire by students was done both written and verbal. Met with research committee at SPU to analyze revised project.

May, 1983
Obtained printing of questionnaires from SPU. Prepared and mailed out 250 questionnaires. Picked up returned questionnaires from post office box.

June, 1983
Mailed 100 post cards to "no replys", requesting subjects to please return his or her questionnaire, which is valuable to this research. Started separating returned questionnaires into subgroups. Tallied information on Main Reasons and School Difficulities.

July, 1983
Mailed 90 Questionnaire Two's to "no replys". Continued tally of incoming information from returned questionnaires.

August, 1983
Calculated percentages. Designed bar graphs. Reported findings.

September, 1983 - December, 1983
Wrote out research findings and all final research data. Met with SPU committee for final analysis of project.

January, 1984
Wrote out final corrections and revisions.

February, 1984
Did final typing. Submitted research project to Seattle Pacific University.

RECORD OF RETURNS

On May 7, 1983, two-hundred fifty questionnaires were mailed to the school leaver population. Starting May 10, 1983, the researcher collected the returned questionnaires from a post office box in Renton, Washington. Daily collection was as follows:

First Week	Second Week	Third Week	Last Collection
May 10 - 4n	May 16 - 18n	May 24 - 7n	Jun 8 - 4n
May 11 -13n	May 17 - 8n	May 27 - 6n	Jun 11 - 5n
May 12 -20n	May 18 - 8n	Jun 2 - 4n	Jun 15 - 3n
May 13 -13n	May 19 - 6n	(Total=17N)	(Total=12N)
(Total=50N)	May 20 - 8n		
	(Total=48N)		

The total returns from May 10, 1983, to June 15, 1983, were 51%. [127/250] June 3rd one hundred post cards were mailed to remaining "no replys". Questionnaire replys from post card reminders totaled 11N from June 4th to June 30th, for an 11% return. [11/100]

Due to low percentage return from postcards, the researcher mailed out a second questionnaire to the "no replys". Questionnaire Two (see page 31) had a follow-through introduction that emphasized anonymity. Returns from ninety mailed Questionnaire Twos were as follows:

Jun 22 - 7n	Jun 27 - 4n	Jul 7 - 4n
Jun 23 - 7n	Jun 28 - 3n	Jul 11 - 4n
Jun 24 - 1n		Jul 20 - 2n
Jun 25 - 2n		(Total = 34N)

Total returns from June 22, 1983 to July 20, 1983 were 38%. [34/90] Grand total of returned questionnaires was 69%. [172/250]

FINDINGS

Objective One is to identify a population of school leavers that can be subgrouped for later research studies. Subjects' answers to questions on part two of the questionnaire on "difficulty in school" gives validity to the researcher's definition of a school leaver. 72% of the population answered yes to problems of non-attendance and/or skipping, 87% answered yes to falling behind in credits, and 55% answered yes to being suspended or "kicked out" of school. Thus, the majority of this population had difficulty in all three problem areas. See the percentage chart on page 17 for comparisons among the subgroups.

Objective Two is to identify the reasons why school leavers fall behind in high school credits and/or become non-attenders, as perceived by the school leavers themselves. Twenty-eight percent of school leavers reported "Other Reason" as the main reason for difficulty in school. This high percentage cannot be overlooked; a list of these other reasons is reported on page 21. Twenty-four percent checked academic problems and twenty-two percent checked social problem. The balance of answers is split among family problem (8%), job interest (9%), and combinations (9%). See page 17 for percentage analysis of subgroups.

Objective Three is to identify what types of jobs school leavers choose for short-term and/or long-term careers. Present jobs and career goals are listed on pages 22 and 23. Forty-two percent of this population is working, 39% is not working, 3% are in school or college, and 16% have combinations of the above.

PERCENTAGE ANALYSIS OF SCHOOL LEAVERS' ANSWERS

	Subgroups*			
DIFFICULTIES IN SCHOOL:	One (66N)	Two (35N)	Three (71N)	Total 172N
With attendance and/or skipping	77%	77%	63%	72%
With falling behind in credits	95%	77%	83%	87%
With suspension or being "kicked out"	77%	69%	27%	55%
MAIN REASON:				
Social Problem	18%	20%	25%	22%
Academic Problem	21%	11%	24%	24%
Family Problem	11%	09%	06%	08%
Job Interest	06%	14%	08%	09%
Other Reason	23%	40%	27%	28%
Combinations	10%	06%	10%	09%
JOB STATUS:				
Working	44%	49%	37%	42%
Not Working	42%	37%	37%	39%
Attending school or college	03%	06%	01%	03%
Combinations	11%	08%	25%	16%

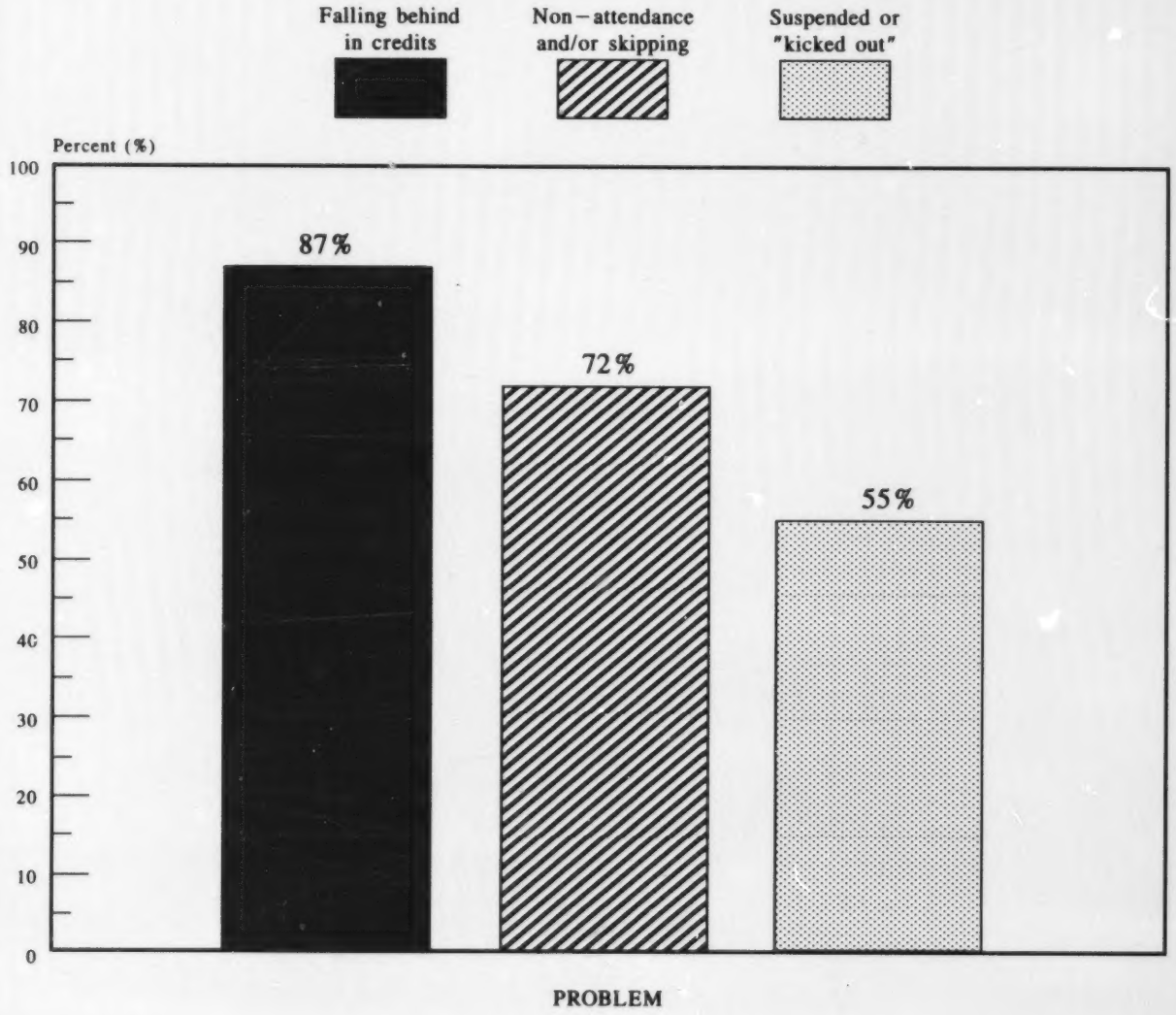
*DEFINITIONS OF SUBGROUPS:
Group One - Students who leave high school, try an alternative program, leave the alternative program, receiving no diploma or GED.

Group Two - Students who leave high school, attend and stay at an alternative program, graduating with diploma or GED.

Group Three - Potential school leavers who attend both high school and alternative programs in an effort to maintain a diploma plan; the alternative program supplements the high school program.

DIFFICULTIES IN SCHOOL

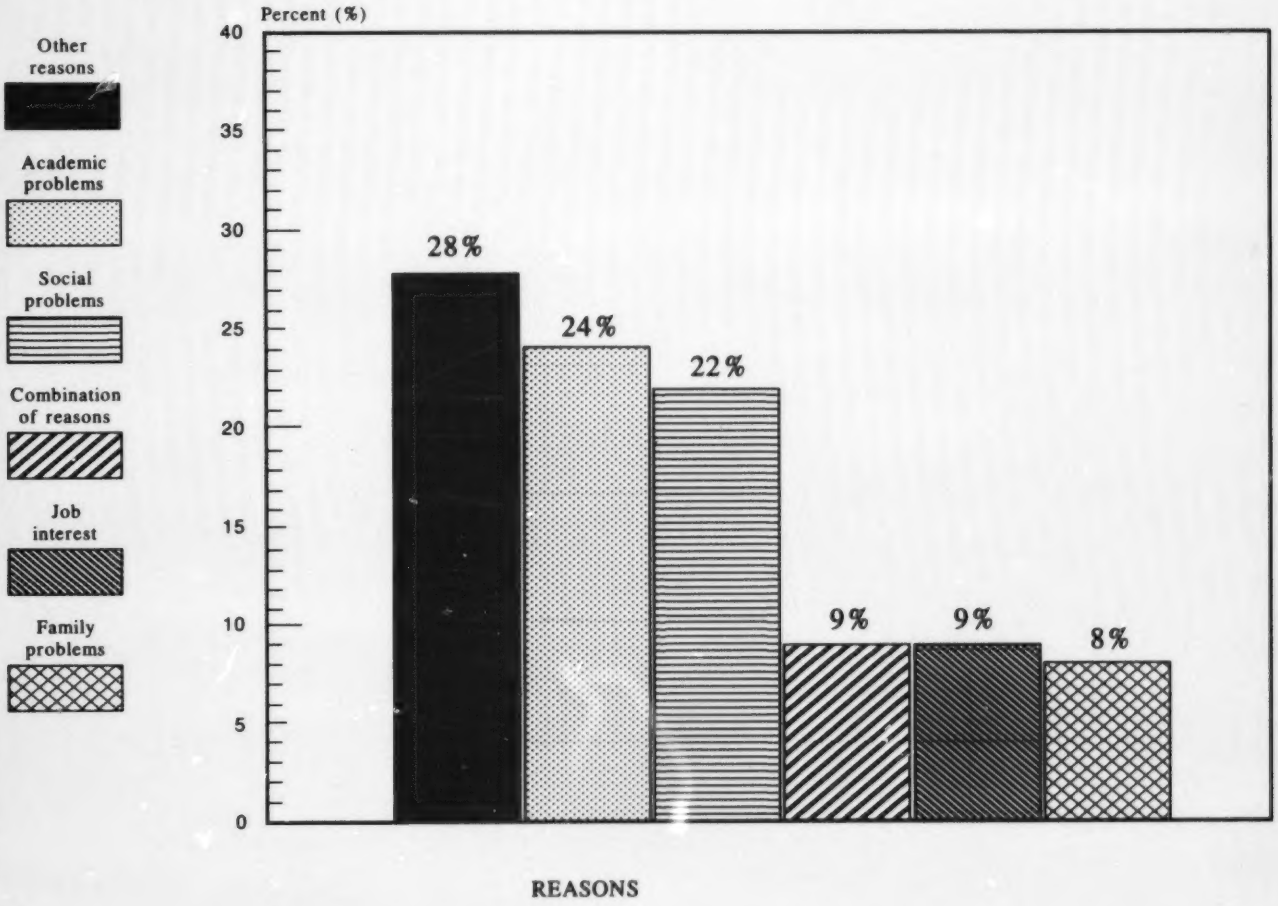
REPORTED BY 250 SCHOOL LEAVERS



From questionaires, summer 1983

MAIN REASONS FOR DIFFICULTIES IN SCHOOL

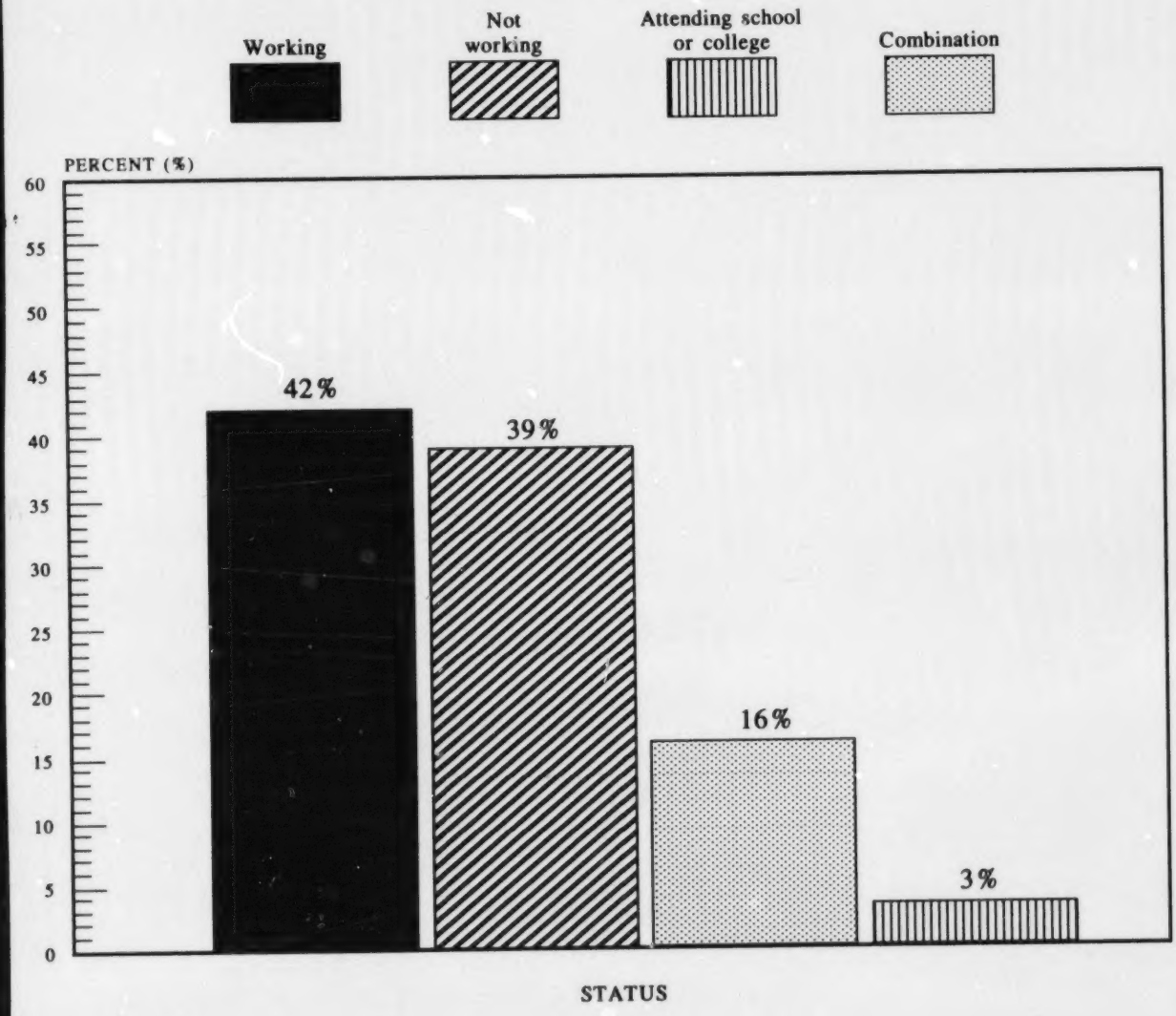
REPORTED BY 250 SCHOOL LEAVERS



From questionaires, summer 1983

JOB STATUS OF 250 SCHOOL LEAVERS

DURING SUMMER OF 1983



SELF REPORT BY SCHOOL LEAVERS TO "OTHER REASON" FOR DIFFICULTY IN HIGH SCHOOL

SUBGROUP ONE	SUBGROUP TWO	SUBGROUP THREE
Didn't apply myself.	Didn't like school.	I did not apply myself.
Didn't hold my interest.	Too many unnecessary social	Boredom.
I only liked football.	pressures.	Hated getting up early.
Living with a boy friend.	Too many outside activities.	A waste of time - too easy.
Too many parties.	Didn't apply myself.	Lost too many credits from
Pregnancy.	Drugs.	out of state transfer.
Too far behind to catch up.	Smoking pot.	Hated English.
Didn't like school.	Boredom.	Lack of interest.
Hated sitting in a chair	A waste of time.	Couldn't comprehend the
all day.	Too easy for me.	the lecturing.
Lack of caring teachers.	Car accident.	Low reading level.
Smoking pot.	Didn't challange my mind.	Getting high.
Drugs.	Didn't like the social	Too many outside activities.
Ran away from home.	crowd.	Felt like social outcast -
Didn't like the required	Didn't like the way it	no friends.
classes.	was run.	Smoking.

SELF REPORT OF PRESENT JOB STATUS BY SCHOOL LEAVERS (AGES 18 - 21) - MAY 1983

SUBGROUP ONE

Store salesperson
Cement pourer
Floor waxer
Cashier
Store clerk
General laborer
Machine operator
Electronics technician
Cashier
Recording engineer
"Go-fer" (pet store)
Cook
Gas station attendant
Fast-foods worker
Waitress/waiter
Auto mechanic
Bus person
Vice-pres. of cleaners
Mechanics helper
Construction worker
Manager of moving crew
U. S. Marine
Warehouse person
Dishwasher
Box person (grocery)

SUBGROUP TWO

Warehouse person
Manager trainee
Cashier
Apartment manager
Custodian aide
Waitress
Carpenter
Machine operator
Switchboard operator
Care person for elderly
Counter person
Cook
Restaurant manager
Aid for mentally retarded
Hostess
Mailer (post office)
Care of horses (farm)
Salesperson
Directory assistant (phone company)

SUBGROUP THREE

Store manager
Bank teller
General office clerk
Waiter/waitperson
Counterperson
Machinist
Cook
Box person (grocery store)
Grocery clerk
U. S. Marine
Busperson (restaurant)
Restaurant manager
Cashier (restaurant)
Dishwasher
Cashier (store)
Cable t.v. installer
Data entry operator
Shuttle bus driver
Secretary
Salesperson (store)
Auto mechanic
Cashier/checker
Medical assistant
Warehouse person
Receptionist
Word processor (computers)
U.S. Navy recruit
Mixerperson (garden products)

SELF REPORT OF CAREER GOALS BY SCHOOL LEAVERS (AGES 18 - 21) - MAY 1983

SUBGROUP ONE

Airframe powerplant mechanic
T.V. camera person
Musical performer
Construction worker
Vet assistant
Model
Owner of automizing shop
Graphics arts career
Auto mechanic
Beautician
Electronic engineer
Clerk typist
Computer-related job
Airline stewardess
Accountant

SUBGROUP TWO

Construction worker
Beautician
Electronics technician
Legal secretary
Legal assistant
Helicopter pilot
Vet assistant
Computer programmer

SUBGROUP THREE

Fashion buyer
Legal secretary
Architect
Engineer (industrial design)
Beautician
Marine biologist
Draftsperson
Gunshop owner
Electronic technician
Machinist
Accountant
Store manager
Secretary
College (career explorations)
Flight attendant
Auto mechanic
Word processsor
Data entry operator
Nursing assistant
Public relations job
Carpenter
Electrician
Counselor
Daycare manager
Store owner
Receptionist
Bank teller
Childcare specialist
Computer programmer
Volleyball instructor
Woodworking

PROBLEMS

Collecting a list of addresses of school leavers was difficult due to the moving transitions of the age group, 18 -21, and due to the mobility of society in general. Starting with a large number of phone numbers decreased this problem, but the task of tracking down current mailing addresses was time consuming. See Research Procedure, page 13.

Language structure and clarification of the questionnaire format was difficult. Having experience with verbal and written communication skills as a teacher within the classroom helped, but the pilot study eliminated more "teacher language" that I hadn't caught myself. For example, the term alternative education was used in an original question, which is an educator's term. The students in the pilot study found this term confusing, as was the word "non-attendance".

Developing a list of main reasons was difficult. My strategy was to force self-analysis within a few main reasons. I purposely left out "drug abuse" and "boredom", because I felt these answers were symptoms rather than causes. However, both these "symptoms" were noted significantly under "other reason" as a main choice. In retrospect, I think drug abuse and boredom could have been listed as valid reasons.

IMPLICATIONS

The percentage analysis of Difficulties in School validates this researcher's definition of a school leaver as "a high school student who willingly or unwillingly (suspension) drops out of school due to non-attendance (72%) and/or is behind in credits (87%)." Falling behind in credits and non-attendance are significant behavior patterns of all three subgroups. However, suspension is significant with the school leavers in Subgroup One (77%) and Subgroup Two ((69%), but not significant with Subgroup Three (27%), who are potential school leavers. Suspension does not reduce the chance for the school leaver to achieve a diploma through an alternative program. Falling behind in credits significantly reduces a school leavers chance to achieve a diploma as reported by Subgroup One (95%), and indeed, this group did report "no diploma".

The percentage analysis of Main Reasons shows a "spread" of responses that gives no single answer as having significant importance over the other answers. Social Problem, Academic Problem, and Other Reason seem evenly significant. These would be the highest areas for public schools to "attack" in an effort to reduce the 25% dropout rate. Job Interest (9%) and Family Problem (8%) do not cause major school leaving. Subgroup Two school leavers, who attain diplomas through alternative education, report Other Reason (40%) as the most significant cause of difficulty in school. (See list of Other Reasons for Subgroup Two on page

21.) Subgroup Two also reported the lowest percentage (11%) for Academic Problem.

The working status of this population can only be looked at in terms of summer employment. Survey research carried out during the winter might net different results. The 3% attendance in school or college is not significant because most people in this age group (18-21) are not in school or college during the summer months. The fact that 42% of this population was employed during Summer 1983 shows that leaving school is not a handicap to persons seeking "first entry" type jobs. See the list of present job status on page 22.

FUTURE DIRECTION FOR RESEARCH

This research project has brought out the complexities involved in solving the problem of school leavers. Within each general area of Main Reasons, lies the opportunity for further research for an applicable listing of subgroup reasons. Longitudinal studies can show what effect leaving school has on job status and long-term career choices. Feedback from the school leavers to the school leavers and from the school leavers to the public school systems can give all peoples understanding and encourage the development of preventive measures which keep potential school leavers in school.

SUMMARY

This descriptive study is valuable to research because 69% of the population cooperated in self-reporting. The researcher feels the self-reporting is mostly honest due to the consistency of percentage comparisons among subgroups. The procedure of questionnaire collection used by this researcher is useful to future research that attempts self-report from a basically non-traditional population.

Today's high schools are losing 26% of their school population due to the many reasons listed in this descriptive study. Failure to conform to traditional education and/or failure to obtain a high school diploma is a social stigma no one wants to bear. This stigma is even harder to bear in 1983, when surely teachers have learned how to teach and school systems have had the experience of years of practice and reforms. Thus the high school drop-out should be a creature of the past. Correcting this problem requires an awareness of the educational alternatives available to school leavers and a sensitivity within the high schools to meet the most common needs of potential school leavers.

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Appendix I
QUESTIONNAIRE ONE

Date_____

Dear_____,

Hello and how are you? I am contacting you because I need your help with a study I am doing for my University Degree. Also, I am concerned as to what direction your life has taken since you left high school completion classes at RVTI or the Highline Satellite School. The purpose of my study is to identify the reasons why students fall behind in credits in high school and/or have attendance problems. Also, I am looking at the career choices people make after leaving high school.

Your answers are valuable to this project. Your name and all information will be kept confidential. Only group results will be reported. Please take time to answer the questions and return this page in the self-addressed stamped envelope. Please return by_____.

Thank You,
Diana Caple

PART ONE: Circle YES or NO to questions below.

1. Did you graduate from a public high school? YES NO

2. Did you attend a high school class at Renton Voc-Tech, Highline Satellite, or GED Program? YES NO

3. Did you graduate from RVTI, Highline Satellite, or a GED Program? YES NO

4. Are you working? YES NO

5. Are you unemployed, but looking for work? YES NO

6. Are you a full-time houseperson, caring for children and/or doing housework? YES NO

7. Are you in a school or college that will provide you with job skills? YES NO

8. If you are working, please describe your job on the line below.

_____

9. If you are in a school, or college, what is your job goal?

_____

10. Please circle your current age: 17 18 19 20 21 22

***PLEASE CONTINUE BY TURNING THIS PAGE OVER....
(copy of page 30 duplicated on back for mailing purposes)

*PART TWO: Circle YES or NO to questions below.

1. In high school did you have problems with attendance and/or skipping classes? YES NO

2. In high school did you fall behind in credits? YES NO

3. In high school did you drop out or become suspended or "kicked out"? YES NO

Thinking about your YES ANSWERS to the above questions, select from the list below the MAIN REASON you feel caused this attendance problem, loss of credits, and/or suspension or dropping out.

PLEASE CHECK ONLY ONE REASON.

A._____ Social Problem.
(Such as - talking too much in class, not getting along with fellow students or teachers, failure to obey school rules, or easily influenced by others.)

B._____ Academic Failure.
(Such as - poor grades, incomplete assignments, or low reader.)

C._____ Family Problem.
(Such as - anything at home that interferred with your going to school.)

D._____ Interest in a Job.
(Such as - working hours that interferred with being in school, needing to work for financial support of yourself or family, or preferring your job over school.)

E._____ Other Reason.
(Only answer here if none of the above reasons apply to your situation.)
What is your "other reason"?_____

THANK YOU FOR REPLYING. RETURN AS SOON AS POSSIBLE!

*This page was duplicated on the back of page one of questionnaire for mailing and printing purposes.

ANONYMOUS

Appendix II
QUESTIONNAIRE TWO

CAN YOU HELP ME??!!??

I need thirty more returned questionnaires to complete my research project at Seattle Pacific Univearsity. If you wish your name to remain "ANONYMOUS", tear off the above corner with your name on it before returning this questionnaire in the self-addressed stamped envelope. Your answers are valuable to the research of this project.

Thank you,

Diana Caple
SPU Grad Student

.....

PART ONE: Circle YES or NO to questions below.

1. Did you graduate from a public high school? YES NO

2. Did you attend a high school class at RVTI, Highline Satellite, or a GED Program? YES NO

3. Did you graduate from RVTI, Satellite, or GED? YES NO

4. Are you working? YES NO

5. Are you unemployed, but looking for work? YES NO

6. Are you a full-time houseperson, caring for children and/or doing housework? YES NO

7. Are you in a school or college that will provide you with job skills? YES NO

8. If you are working, please describe your job on the line below

_____

9. If you are in a school or college, what is your job goal?

_____

10. Please circle your current age: 17 18 19 20 21 22

***PLEASE CONTINUE BY TURNING THIS PAGE OVER.....

(Part Two is the same as Questionnaire One)